Evaluation of Teacher Performance
- An Outline of The Process

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A. Purposes of Teacher Evaluation

1. To place a VALUE on programs, facilities, teachers, and services.

2. To discover areas in which the teacher excels.

3. To help diagnose rather than to judge.

4. To help the teachers, principals, and the system to grow through self-evaluation.

5. To help all find out how well each participant is doing in the achievement of objectives.

B. Suggested Steps In the Process (Theme: High Involvement)

1. Preparation for the pre-observation conference.
2. A pre-observation conference between participants to consider - motivation;
   objectives;
   programs;
   learners;
   facilities;
   services;
   any other appropriate area.

3. Classroom or school setting observation according to the purposes mutually agreed on.

4. A post-observation conference to discuss observations, to summarize content and feelings, and to exchange ideas regarding growth.

(Cont'd.)

5. ACTION AND FOLLOW-UP, WHICH SHOULD INCLUDE REPORTING ON AREAS WHERE THE TEACHER EXCELS.

C. AREAS FOR CONSIDERATION IN ANALYZING TEACHER PERFORMANCE

AREAS FOR ANALYSIS ARE MUTUALLY AGREED ON BY THE PARTICIPANTS IN THE PRE-OBSERVATION CONFERENCE. THE MOST COMMON TOPICS ARE:

A) THE TEACHER'S KNOWLEDGE OF THE LEARNER
B) SUBJECT COMPETENCY
C) SKILLS AND STRATEGIES USED IN TEACHING
D) ATTITUDES TOWARDS STUDENTS AS LEARNERS
E) PLANNING
F) STUDENT-TEACHER RELATIONSHIPS
G) MODIFICATION OF CURRICULUM TO SUIT THE LEARNER

D. PREPARATION FOR THE INITIAL MEETING (PRE-OBSERVATION)

PRINCIPAL AND TEACHERS SHOULD CONSIDER AN APPROPRIATE TIME AND PLACE. THEY SHOULD ALSO CONSIDER:

OBJECTIVES;
EXPECTED OUTCOMES;
ATMOSPHERE;
FACILITIES;
PARTICULAR TALENTS OF PARTICIPANTS;
WHO THE LEARNERS ARE.

E. The Pre-observation Conference

A successful conference of principals and teachers consists of the following:

(A) rapport;

(B) structure;

(C) empathy;

(D) identifying a problem;

(E) summarizing feeling and content.

The participants must communicate through seeking, valuing, and sharing.

They should share information about students, resources, facilities, and the classroom.

Some questions emanating from the pre-observation conference might include:

(A) what behaviors are you really proud of?

(B) what things are really working?

(C) what 'good' things do you want the principal to observe?

(D) what information do you want to share?

THEN,

CONTRACT

FOR

OBSERVATION

F. The Classroom Visit or School Setting Observation

This activity is in partial fulfillment of a contract between the teacher and principal to share information and to clarify ideas. It is an opportunity for the teacher to "show off" his/her talents and abilities. It is a chance for the teacher to demonstrate his/her use of facilities and resources.

G. The Post-Visit Conference

The purpose of this meeting is to solve problems identified and ensure the growth of both participants. Again the integral characteristics of this meeting are:

- rapport;
- structure;
- empathy;
- finding solutions to a problem;
- summarizing feeling and content;

Here you should record and report the accomplishments.

H. The Teacher Evaluation Report Conference

This will likely be a part of the post-visit conference. There the participants will be open, honest, positive, and report the good things which have been learnt. In the process, all should grow and develop.